Preparing Foundations for Success, Support, and Change
SIG 4

INTRODUCTION

In this SIG 4 activity, authors explore ways to provide experiential learning to graduate students enrolled in stuttering courses (Palasik, Hughes, & Ellis) and discuss the clinical experiences of school-based speech-language pathologists related to stuttering (Panico, Daniels, Yarzebinski, & Hughes), strategies for teachers to support children who stutter (Cozart & Wilson), and ways to interrupt the narrative of ableism that surrounds the treatment of stuttering (Gerlach-Houck & Constantino). Each of these articles provides a unique perspective on ways that professionals can seek to create a more supportive environment for our clients who stutter by changing the foundations of the way we teach preservice clinicians, support our school-based colleagues, and address the narrative of ableism that pervades our culture.

LEARNING OUTCOMES

You will be able to:

- describe which fluency-enhancing techniques graduate students felt more comfortable, less anxious, and more positive toward
- provide examples of clinical situations that school-based clinicians indicated they were least comfortable providing services in
- list the three items rated most helpful for teachers to do to support students who stutter
- provide examples of practices that interrupt ableism in stuttering therapy and research

CONTENTS

Perceptions of Using Fluency-Enhancing Techniques: A Survey of Graduate Student Experiences by Scott Thomas Palasik, Charles Hughes, and Kellie Ellis

Clinical Experiences of School-Based Clinicians With Stuttering: A Mixed Methods Survey by James Panico, Derek E. Daniels, Charity Yarzebinski, and Charles D. Hughes

Strategies for Teachers to Support Children Who Stutter: Perspectives of Speech-Language Pathologists by Gabrielle Cozart and Laura Wilson

Interrupting Ableism in Stuttering Therapy and Research: Practical Suggestions by Hope Gerlach-Houck and Christopher D. Constantino
PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: December 5, 2022
End date: December 5, 2027

To earn continuing education credit, you must complete the learning assessment on or before December 5, 2027.

This course is offered for 0.55 ASHA CEUs (Intermediate level, Professional area).